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ABSTRACT

The guide identifies and discusses critical components of high school programs designed to facilitate college placement as well as preparation of potential college-bound learning disabled (LD) secondary students for the demands of college settings. First, secondary programming needs to include integration of LD students into college preparatory mainstream classes. Collaborative instructional planning between regular and special education teachers using a curriculum-based assessment approach is a second critical component. Finally, a high school-to-college transition plan that directly addresses college preparatory outcomes needs to be developed and included as part of the individualized education program (IEP) placement and planning process. Such a programmatic effort will require administrative support, inservice and preservice training for high school personnel involved in the transition process, parental and student involvement, and greater collaboration between high schools and colleges. Appendixes contain sample study guides, an outline of basic competencies needed for postsecondary education and a sample transition plan. (JW)

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THE UNREALIZED POTENTIAL: COLLEGE PREPARATION FOR
SECONDARY LEARNING DISABLED STUDENTS

A Guide for Secondary School Administrators,
Faculty, and Parents

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Long Island University Transition Project
Learning How to Learn: A High School/College Linkage Model
To Expand Higher Education Opportunities for Learning Disabled Students

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There is a wide range of personal abilities, talents, and interests in the learning disabled (LD) secondary population, and LD secondary students need to be able to establish and pursue diverse career goals that include college. The suitable preparation of potential college-bound LD students for the demands of college settings needs to be a major goal for our secondary education system. At the same time, there needs to be careful planning and preparation for college placement for this goal to be effectively achieved by secondary LD students.

Critical high school program components and mechanisms for effective implementation of these secondary programming components need to be identified and institutionalized in our high schools if we are to provide appropriate preparatory programs for LD secondary students with college potential. These critical components include: (a) integrated service delivery by regular and special education, (b) collaborative instructional planning, and (c) a high school-to-college transition plan. These issues are discussed in the following sections.

Integrating Service Delivery

A major part of secondary programming for the LD student needs to include the integration of LD students into accommodative regular college preparatory "mainstream" classes.

Many obstacles still need to be overcome in order to provide effective integrated college preparatory programs for secondary LD students. In general, secondary schools have been more restricted in their efforts to integrate LD students into regular academic classes than the elementary

schools. Secondary school administrative policies, Carnegie units, discrepancies in academic skills, and competition fostered by grading practices have all mitigated against the successful integration of LD secondary students into regular college preparatory classes. Moreover, attempts to integrate the LD student into regular academic classes will not succeed until secondary schools provide better integrated service delivery systems that provide mechanisms for regular and special education teachers to work more closely together in order to maximize their efforts, expertise, and resources.

Because of the heterogeneity of the LD population and the different learning problems exhibited by LD students, the self-contained special class is often not considered an appropriate placement, particularly at the elementary school level. Instead, many school districts have established "resource rooms" as the primary mode of service delivery for LD students. Such resource rooms provide instruction that supplements the instructional program provided in the regular classroom. At the elementary school level, this service delivery model also helps to promote more open channels of communication between regular and special educators.

At the secondary level, however, the instruction delivered in resource rooms often represents not supplemental instruction but a student's basic instruction in a given academic area. At the secondary level, LD students often receive all of their instruction in specified required subjects in the resource rooms with the resource teacher assigning grades for these subjects. In such instances, the resource room is actually a special self-contained class, and there is little need for communication between special education teachers and regular teachers. Often the academic

demands of the resource room are dissimilar to those in regular classes and, therefore, place barriers for the student's integration into a regular academic class. Even when the instruction provided in resource rooms is supplemental to instruction in a regular class and a tutorial model is used, the communication between the special education teacher and the regular teacher is often minimal, and there is little transfer or reinforcement of the skills taught in the resource room to the regular secondary classroom.

One approach that has emerged as a way of maximizing contact between regular and special educators is called the "teacher consultant" approach. This approach stresses that resource room teachers must work not only with students but also with regular teachers in order to better support LD students in the regular academic classroom. The teacher consultant model establishes cooperative working relationships between regular educators and the school's support service personnel (such as special education teachers, speech-language clinicians, remedial reading teachers, and guidance counselors) so that regular teachers can receive the support and resources they need with the management of regular classroom instruction when they have LD students in their classes who are in need of special services. Teacher consultant models vary, but all stress close coordination of services and cooperation between regular and special education teachers in order to assure that LD students make adequate progress in the regular academic curriculum. Because the services provided by resource room teachers need to be directly related to the LD student's performance in the regular classroom, regular teachers need to be consulted in the development of educational programs for LD students referred for special

education services and have the right to expect that LD students can receive these special services without being totally removed from the regular secondary classroom setting.

Teachers and parents can play an important role in advocating for appropriate educational programming for LD secondary students. If regular and special education teachers and parents advocate for provision of services that will help the LD student succeed in a regular academic classroom placement, this can carry considerable weight in the placement decision. Teachers in partnership with parents need to assume a more active role in the special education placement and planning process. In many school districts placement decisions are made on the basis of available services, and consultant services are not well developed. Therefore, the outcome is often to place secondary LD students in full time special classes or for extended time in resource rooms. In these cases, the advocacy of teachers and parents is of major importance. Teachers and parents need to join forces in convincing school districts to expand special education services to include collaborative consultive help in the regular academic classroom. In order for LD students with college potential to have the opportunity to prepare for college, it is necessary that teachers and parents advocate for better integrated educational programs and services and the placement of LD secondary students into regular academic college preparatory classes.

Collaborative Instructional Planning

In order for secondary LD students to perform successfully in a traditional college preparatory curriculum, both the regular and special education teacher need to have very specific information about the skills

and abilities of each LD student. Only when teachers are aware of the skill levels and abilities of each LD student can the appropriate accommodations in the instructional materials and class assignments be made in order to provide the supports needed by the LD student to perform successfully in the regular classroom.

The use of a curriculum-based assessment approach for instructional planning can provide both regular and special education teachers with the specific information they need to make accurate instructional decisions for LD secondary students. Curriculum-based assessment is a strategy which enables teachers to measure the performance of students with respect to the specific skills needed for acquisition of the curriculum content of the regular classroom. Curriculum-based assessment is the practice of obtaining direct measures of a student's performance on a series of logically sequenced objectives derived from the actual classroom curriculum. A curriculum-based assessment can be developed for any academic subject or skill area that a teacher wants to assess (such as the requisite skills and/or prior knowledge needed to acquire information in a content area, the skills needed for writing essay responses to tests, the skills needed for notetaking, etc.).

Curriculum-based assessments can be jointly developed and administered by the regular and special education teachers at the beginning of the school term to determine the LD student's level of functioning with respect to both the curriculum content to be presented and the entry level skills needed by the student in order to adequately meet the performance demands of the regular classroom. The information generated by the assessment can assist the regular and special education teacher in making decisions about

possible adaptations in instructional materials and assignments for the LD student. Such things as the student's background knowledge about the principles, characteristics, and vocabulary associated with the content to be studied; the student's ability to read and comprehend the text; the student's accuracy and rate of reading; the student's ability to write a sentence, a paragraph, or an essay; the student's spelling ability; the time it will take the student to complete specific tasks; the student's ability to analyze, organize, and recall information can all be evaluated. Once the regular and special education teacher are aware of the specific skill level and abilities of the LD student with respect to the curriculum content and the performance demands of the regular classroom, adaptations in the instructional materials and class assignments can be made.

The special education teacher can assist the regular teacher in analyzing and evaluating the materials to be used in the regular classroom to be certain they reflect the instructional objectives and anticipated learning outcomes and share the responsibility of preparing any needed modifications in the materials to be introduced. Activities specific to the content of instruction can include an analysis of the unit structure of the curriculum, the identification of major goals and objectives and subgoals (such as key vocabulary, significant issues or events, important persons, dates, facts, concepts, etc.), and the development of study guides, examinations, and answer keys.

Modifications in class assignments may also need to be made. For example, reading assignments may need to be modified in order to accommodate for the LD student's reading comprehension level and/or reading rate (e.g., mini units where longer content units are broken into smaller units of

information can be developed, study guides [see Appendix A] can be developed for longer units, etc.).

At the same time, the individualized instruction implemented by the special education teacher can address the teaching of specific learning strategies for improving the LD student's ability to read and comprehend the text material, and these can be practiced and reinforced in the regular classroom.

Other class assignments may need to take into account the LD student's writing abilities. Many LD students take longer to complete writing tasks than do non-LD students; therefore, lengthy homework assignments and in-class tasks (such as copying from the chalkboard) may need to be adjusted for the student's current functional level. Similarly, grading criteria for written work may need to be modified initially for the LD student. In general, secondary students in college preparatory classes are expected to be able to spell accurately and to capitalize and punctuate sentences appropriately, and their written products are graded accordingly. While LD students need to learn these skills, and they can be taught, they should not be held accountable for these skills until they have acquired them. LD students have a history of failure and exposure to repeated failure prior to their acquisition of adequate skills in an area is not a motivating experience for these students nor does it help them to learn. When channels of communication among regular and special education teachers are open and instructional planning is undertaken collaboratively, then, as LD students acquire new skills, each teacher becomes aware of this, and the regular teacher is able to adjust assignments and grading criteria accordingly, while the special education teacher is able to address additional specific

instructional needs.

By periodically readministering the curriculum-based assessments, regular and special education teachers can monitor student programs and redesign individual education plans according to the LD student's current level of performance in different areas. The results of curriculum-based assessments can also be used in special education placement and planning conferences to summarize the LD student's present levels of academic performance as compared with other students in the regular class, and to identify appropriate goals and objectives. Finally, the information provided by curriculum-based assessments can be useful in communicating to parents and students exactly which academic competencies have been learned and which still need to be acquired.

A High School-to-College Transition Plan

The academic needs of LD secondary students with college potential are similar to the needs of their non-LD counterparts who are preparing for college entry (see Appendix B). As a general rule, however, many LD students do not, as an outcome of conventional classroom instruction, intuitively or spontaneously acquire the academic competencies required for success in post high school academic life and need to be explicitly taught these competencies. In addition, provision has to be made for assisting the LD high school student in locating and securing college admission prior to graduation.

Therefore, at high school entry, the college preparatory needs of these students, including participation in a college preparatory academic program, need to be specifically characterized, goals and objectives

outlined, and educational interventions systematically implemented and evaluated by both regular and special education teachers in partnership with parents and LD students. At this time, a high school-to-college transition plan (see Appendix C) that directly addresses college preparatory outcomes needs to be developed and included as part of the IEP placement and planning process.

Learning disabled students are required by law to receive a triennial re-evaluation of their continued eligibility for special education services. Although the reevaluation does not typically include a high school-to-college transition component, much of the information gathered (such as medical, psychological, and educational) during the process overlaps with the information that needs to be gathered as part of a comprehensive high school-to-college transition component. Consequently, a transition plan can be developed and integrated into the already existing special education triennial evaluation process. Therefore, what needs to be developed is a multidisciplinary evaluation program including input from regular and special education teachers, school psychologists, guidance counselors, parents, and LD students to provide the relevant data necessary to make realistic and informed educational decisions for LD secondary students. The integration of the transition plan with the special education triennial evaluation process provides a time and cost efficient strategy for assessment and transition planning.

Components of the transition plan could include the college options the student is seeking, the services needed to achieve the outcomes, the names of service providers who will be engaged in activities to achieve these outcomes, and a description and time lines for completion of the activities. The transition plan can be reviewed annually. Ideally,

one individual (e.g., teacher or counselor) should be assigned as the school-based "transition coordinator" to monitor implementation of transition services and serve as an advocate for the student with the secondary and/or post-secondary transition service providers.

Traditionally, school counselors have perceived their roles to be advisors to college bound students. Therefore, school counselors can be valuable members of the multidisciplinary team responsible for the transition planning for secondary LD students. During the planning process, the school counselor can provide information about college admissions practices and various college programs and can participate in the writing of goals and objectives which can be included in the student's transition plan. In addition to dissemination of relevant information which will help the LD student to decide on available post-secondary options and opportunities, the school counselor should develop and implement a systematic and structured approach to teaching the LD student how to apply to college. This could include activities such as identifying and contacting suitable colleges, requesting program information, arranging for a campus visit, completing the admissions application process, etc. Students should be trained to engage in these activities themselves rather than have the school counselor or parent do these for them. For many LD students, this self-directive approach will be more effective in that the skills they acquire in the process will also be useful in the college setting.

Finally, systematic follow-up procedures should be designed and implemented. For those LD students who need continued service following graduation, it may be necessary to work more closely with both the LD student and the appropriate college staff to ensure that programmatic

expectations are being met by both parties. The systematic follow-up of all LD students after graduation can also provide the high school with information about college status, utilization of college services, relationship of high school preparation to the demands of the college program, and other relevant information. In order to improve instruction and curriculum planning and coordination of efforts with the college, it is important that information be collected from former students regarding the effectiveness of their experiences in high school, current academic status, use of college resources, and any educational needs. The individual designated as the "transition coordinator" for the transition plan could be responsible for collecting this evaluation data from the student and/or parent within six months to one year after graduation from high school.

Conclusion

Taken separately, the issues and ideas that have been presented are neither unique nor controversial. However, when placed in the context of a total program development effort for LD secondary students with college potential, they present both significant promises and challenges for high school faculty and administrators, parents, and LD students.

Such a programmatic effort at the secondary school level will require administrative support, inservice and pre-service training for high school personnel involved in the transition process, parental and student involvement, and greater high school-college cooperation and collaboration.

There is a wide range of skills and abilities in the secondary LD population, and many of these students are not well served by vocational training or the unchallenging educational programs currently provided at

the secondary level because the schools do not offer effective alternatives. Despite their abilities, many secondary LD students do not have the opportunity to prepare for college, and, often, those who do fail to achieve at a level commensurate with their ability. The technology for providing more effective high school-to-college transition services is available. The challenge to education is to restructure the existing service delivery system and to develop and implement effective preparatory programs that provide secondary LD students with the knowledge and skills needed for access to and success in college settings.

APPENDIX

APPENDIX A

STUDY GUIDES

Introduction

Although time consuming to prepare, study guides have been used successfully by many regular content area teachers who often face a class whose students range in achievement over several grade levels. For mainstreamed LD students, the structure provided by a study guide can help support their successful performance in a regular academic classroom. Study guides can be provided that support the acquisition of the general and specific content included in a unit or course of instruction (such as relevant factual or literal information, the recognition of cause and effect relationships, technical vocabulary, etc.). Study guides should follow the sequence of presentation in the text, and they can be keyed to accommodate for the range in students' levels of competency. For example, an asterisk system can be devised that can differentiate for an LD student's slower rate of reading whereby the teacher requires individual LD students, for a particular study guide, to answer only those questions that are keyed by an asterisk. Another way to make the guide more accommodative to the reading needs of LD students is to put the page, column, and paragraph number after certain questions. For example, a 43, 2, 4 would mean that the answer to a particular question could be found on page 43, in the second column, and in the fourth paragraph. The study guides below are illustrative of one way in which secondary teachers can make the regular "mainstream" classroom more adaptive to the needs of LD students.

Study Guide for Comprehension of Factual Information

(Grade Seven)

CHAPTER FIVE: THE SETTLEMENT OF THE COLONIES

Directions: There are a number of important facts in this unit of Chapter Five. As you read through the unit, answer those questions that you have been assigned. Sometimes the page, column, and paragraph are given to help you to locate the answer.

- * 1. Who were the Puritans? (34, 2, 2)
- * 2. Why did the Puritans emigrate? (34, 35)
- * 3. Where did the Puritans settle? (38-37)
- * 4. Who were the Pilgrims? (38, 1, 4)
- * 5. Why did the Pilgrims emigrate? (39)
- * 6. Where did the Pilgrims settle? (39, 40)
- * 7. What advantage did the Puritans have that the Pilgrims did not have? (41)
- * 8. Who settled Connecticut? (42, 1, 1)
- * 9. Why was Connecticut settled? (42, 1)
- 10. What arrangements made in the original Connecticut settlement caused problems in later years? (43, 44)
- * 11. Who founded New Hampshire? (44, 2, 3)
- * 12. Why was New Hampshire founded? (44, 2)
- 13. What caused the settlers of New Hampshire to change their occupations? (45)

Study Guide for Recognition of Cause and Effect Relationships

(Grade Eleven)

CHAPTER THREE: THE SEEDS OF THE REVOLUTION

Directions: In history we can examine a series of events and at least tentatively conclude that one event helped to cause or effect another event. In the space provided next to the following list of American actions or policies, indicate the British actions or policies that were the appropriate result. More than one cause may be indicated for a result, and one cause may be important to several results. Next to the items on the list, you will find in parenthesis the numbers which will help you to locate the information in your text. The first number is the page, the second is the column, and the third is the paragraph.

American Actions or Policies

British Actions and Policies

- | | |
|---|----------------------------|
| 1. Failure of Americans to fully support the French and Indian War (59, 1, 2) | 1. _____

_____ |
| 2. Peace of Paris, 1763 (60, 1, 3) | 2. _____ |
| 3. High cost to Britain of administering the colonies (60m 2) | 3. _____
_____ |
| 4. Americans desire to settle the Ohio Valley (61) | 4. _____
_____ |
| 5. Boycott of British goods, 1765 (62, 1) | 5. _____
_____ |
| 6. Formal protests to Britain by colonial legislatures (63, 2) | 6. _____
_____ |
| 7. Stamp Act Congress, 1765 (64, 1) | 7. _____ |
| 8. Violence and riots, 1765 (64, 2) | 8. _____ |

Study Guide for Development of Technical Vocabulary

(Grade Twelve)

CHAPTER SIX: ENERGY

Directions: The following list of definitions or word meanings are for terms used in your text. Read each definition and in the space provided write the word that matches the definition. Next to each definition, you will find the page, column, and paragraph number which will help you to locate the word in your text. If you are in doubt as to a word for a definition, you may look in your text.

- | | |
|--|----------|
| 1. The capacity or ability to do work (121, 1, 2) | 1. _____ |
| 2. Changes chemical energy directly into electricity (122, 2, 3) | 2. _____ |
| 3. Range of electromagnetic energies (123, 1, 2) | 3. _____ |
| 4. Energy stored in matter (124, 1, 3) | 4. _____ |
| 5. Energy of matter in motion (124, 2, 2) | 5. _____ |
| 6. Measurement of heat energy (125, 1, 1) | 6. _____ |
| 7. An action which affects the state of rest or motion in matter (126, 1, 2) | 7. _____ |
| 8. A rapid chemical reaction of a fuel with oxygen in which heat and light and energy are released (127, 2, 2) | 8. _____ |

APPENDIX B

BASIC ACADEMIC COMPETENCIES NEEDED FOR
POST - SECONDARY EDUCATIONIntroduction

In order to prepare learning disabled (LD) secondary students for post-secondary education, there is a need to strengthen the academic quality of the secondary education program provided in order to assure equality of opportunity in post-secondary education for this special population. Basic academic competencies needed by students prior to all types of post-secondary education and information on the skills needed for effective work in a college setting have been identified (College Board, 1983*). Examples of basic competencies in selected academic areas and an outline of the critical study skills that need to be acquired by college bound students are characterized in the following sections.

Academic CompetenciesReading

- . The ability to identify and comprehend the main and subordinate ideas in a written text and to summarize the ideas in one's own words.
- . The ability to recognize different purposes and methods of writing (e.g., expository, narrative, etc.) and to interpret a writer's meaning inferentially as well as literally.
- . The ability to adjust one's reading speed and method (survey, skim, review, question) according to the type of material and purpose for reading.
- . The ability to use the features of books and other reference materials such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography.

- . The ability to unlock the meaning of unfamiliar words by using context clues or by using a dictionary.
- . The ability to read critically by asking relevant questions about what has been read and by evaluating ideas.
- . The ability to read a literary text analytically, seeing relationships between form and content.

Writing

- . The ability to generate ideas about a topic for the purpose of writing.
- . The ability to organize, select, and relate ideas and to organize and develop them in coherent paragraphs.
- . The ability to edit one's own writing by restructuring, correcting errors, and rewriting.
- . The ability to gather information from primary and secondary sources, to write a report using this research, to paraphrase and summarize accurately, and to cite sources properly.
- . The ability to use the conventions of standard written English (e.g., matters of mechanics such as punctuation, capitalization, possessives, plural forms, and spelling).

Listening

- . The ability to distinguish between the main points and details of a lecture.
- . The ability to keep a summary of the main points.
- . The ability to detect the relevancy of statements.
- . The ability to distinguish between facts and opinions.

Mathematics

- . The ability to select and use appropriate approaches and tools in solving problems (e.g., mental calculation, trial and error, paper and pencil techniques, calculator, and computer).
- . The ability to use mental computation and estimation to evaluate calculator and computer results.
- . The ability to understand the methods used to solve mathematics when calculators and computers are the tools.

Study Skills

- . The ability to set study goals and priorities consistent with stated course objectives and to follow a schedule that accounts for both short and long-term goals and objectives.
- . The ability to locate and use resources outside the classroom and to incorporate information from such sources into the learning process.
- . The ability to develop and use general and specialized vocabularies and to use them for reading, writing, listening, speaking, and studying.
- . The ability to understand and use effective learning strategies appropriate for academic work in order to recall, analyze, summarize, and report the main ideas from reading, lectures, and other academic experiences; to synthesize information and apply it to new situations.
- . The ability to prepare for various types of examinations (e.g., short answer, written essay) and to satisfy other assessments of learning in meeting course objectives.

* The College Board. (1983). Academic Preparation for College: What Students Need to Know and Be able to Do. New York: The College Board.

APPENDIX C
SAMPLE TRANSITION PLAN

STUDENT'S NAME: _____	GRADE: _____	SCHOOL: _____	DATE OF PLAN DEVELOPMENT: _____
PARTICIPANTS:		NAME OF TRANSITION COORDINATOR: _____	
1. (SPECIAL EDUCATION TEACHER)	_____		
2. (REGULAR TEACHER(S))	_____		
3. (GUIDANCE COUNSELOR)	_____		
4. (PARENT)	_____	RESULTS OF MOST RECENT STANDARDIZED ACHIEVEMENT TESTS: _____ _____	
5. (LD STUDENT)	_____		
6. (ADMINISTRATOR)	_____		

RECOMMENDATIONS: (e.g., Include brief educational history, post-secondary options, global objectives, and services needed to achieve outcomes)

Tim is a ninth-grade student in Roosevelt High School. He has received special education services in a resource room for deficits in reading and writing since fourth-grade. His intellectual abilities as measured by the WISC-R are in the average range and his math computational and problem-solving abilities are at or above grade-level. Tim is a motivated student with an interest in attending college in order to pursue a career in the computer sciences. He will need a college preparatory program that provides him with an appropriate knowledge-base in the sciences and social sciences and the reading and writing skills and learning-study strategies needed for college entry. Therefore, he should be placed in regular academic classes with appropriate modifications in content materials, and class assignments, and in a resource room where explicit instruction can be designed and implemented in order to improve his reading and writing skills and learning-study strategies so that he can better meet the demands of the regular academic classroom. Tim will also need guidance from the school counselor in college selection and the admissions application process.

TASK DESCRIPTION	DATES	PERSON(S) RESPONSIBLE	TYPE OF SERVICE OR ACTIVITY	EXPECTED OUTCOME	EVIDENCE OF EFFECTIVE IMPLEMENTA- TION	STATUS OF COMPLETION OR CONTINUATION
1.0 Academic Areas						
1.1 Curriculum based assessments of content of regular academic classes (e.g., American History, Earth Science, English).	9/1-9/15	Regular Teacher(s) and Special Education Teacher	Administration of CBA	Identification of entry level knowledge base in content areas (e.g, concepts, key vocabulary, important facts, etc.)	Results of CBA	9/15
1.2 Curriculum based assessments of the entry-level skills needed to meet performance demands of regular academic classes (e.g., reading and comprehension of text material, reading-rate; study strategies, writing a paragraph to explain a thesis test taking, etc.).	9/1-9/15	Regular Teacher(s) and Special Education Teacher	Administration of CBA	Identification of specific skills needed to meet performance demands of regular academic classes	Results of CBA	9/15
1.3 Design and implementation of needed adaptations in text materials (e.g., study guides mini-units, etc.) based on results of CBA.	9/15-9/30	Regular Teacher(s) and Special Education Teacher	Matching the structure of curriculum content to the abilities and skill level of the student	Student will be able to use the text materials to acquire content information	Participation in class discussion Satisfactory completion of text assignments as evaluated by Regular Teacher(s) according to established criteria	On going (e.g., status to be monitored by grade report card)

TASK DESCRIPTION	DATES	PERSON(S) RESPONSIBLE	TYPE OF SERVICE OR ACTIVITY	EXPECTED OUTCOME	EVIDENCE OF EFFECTIVE IMPLEMENTA- TION	STATUS OF COMPLETION OR CONTINUATION
1.4 Design and implementation of needed modifications in class assignments (e.g., provide structure for a writing assignment; provide additional time for lengthy reading and/or writing assignments; provide appropriate criteria for spelling, punctuation, etc.).	9/15-9/30	Regular Teacher(s) and Special Education Teacher	Matching the class assignment to the skill level of the student	Student will be able to satisfactorily complete class assignments	Satisfactory performance as evaluated by Regular Teacher(s) according to established criteria	Ongoing (e.g., status to be monitored by grade report card)
1.5 Design of task appropriate instructional units for cognitive skills training to include learning and study strategies (e.g., notetaking, outlining, summarizing, underlining key points, constructing and answering questions, writing a paragraph to prove a point, monitoring and evaluating skill(s) application, etc.).	9/15-9/30	Regular Teacher(s) and Special Education Teacher	Designing instructional interventions matched to the skill level of the student with respect to the specific performance demands of the regular academic classroom	Instructional unit(s) including pre and post tests for training of cognitive skills needed to meet the performance demands of the regular academic classroom	Administration of pre-test(s)	Ongoing (e.g., status to be monitored by grade report card)
1.6 Implementation of task appropriate cognitive skills training.	9/30	Special Education Teacher	Individualized cognitive skill training based on the performance demands of the regular classroom and the skill level of the student	Students will acquire targeted learning and/or study strategies (e.g., underlining main idea and key points in paragraph)	Satisfactory performance on unit(s) post-test(s) as evaluated by Special Education Teacher according to established criteria	Date of administration of post-test(s)

TASK DESCRIPTION	DATES	PERSON(S) RESPONSIBLE	TYPE OF SERVICE OR ACTIVITY	EXPECTED OUTCOME	EVIDENCE OF EFFECTIVE IMPLEMENTA- TION	STATUS OF COMPLETION OR CONTINUATION
1.6 cont'd.					Satisfactory transfer of newly acquired learning and/or study strategy to regular classroom text materials and/or class assignments as evaluated by Regular Teacher according to established criteria	Date of satisfactory application(s) of cognitive skill in regular classroom
.0 College Counseling Areas						
2.1 Communicate to student the need to develop a four-year college preparatory plan of study. Distribute informational materials.	9/1-9/30	School Counselor	Meeting with student and parent	Student will be able to use the informational materials to develop an appropriate four year plan of study	Student satisfactorily develops a four year college preparatory plan of study according to established criteria	10/30
2.2 Communicate to student the need to understand his/her achievement and learning profiles (e.g., strengths and/or weaknesses); the impact on academic learning and the development of the goals and objectives of the IEP.	10/15	School Counselor and Special Education Teacher	Meeting with student	Student will be able to use information to articulate his/her strengths and/or weaknesses and to identify appropriate educational goals	Student identifies goals, and a four-year plan of study that reflects an understanding of achievement and learning profiles.	10/30